



Students' Perspectives on Using Telegram for Instructor Interaction: A Case Study at the Faculties of Education and Arts in Libyan Universities

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وجهات نظر الطلاب حول استخدام التليجرام للتواصل مع المعلمين:
دراسة حالة في كليتي التربية والآداب بالجامعات الليبية

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الملخص:

هدفت هذه الدراسة إلى التعرف على وجهات نظر الطلاب الليبيين حول استخدام تطبيق التليجرام للتفاعل مع معلميهم وتركز الدراسة على فهم كيفية إدراك الطلاب لفاعلية وفائدة التليجرام كأداة اتصال في البيئات التعليمية. المشاركون في هذه الدراسة هم (20) طلاب ليبيا يدرسون اللغة الإنجليزية في كلية التربية بجامعة الزيتونة وكلية الآداب بجامعة مصراتة. لتصميم هذا البحث قامت الباحثتان باستخدام المنهج الكمي لضمان تجميع بيانات دقيقة وجيدة. أما أدوات تجميع البيانات فقد كانت الاستبانات لغرض تجميع البيانات الكمية حول أنماط استخدام الطلاب للتطبيق وتكرار التفاعلات وفاعلية تطبيق التليجرام والتعرف على تجارب الطلاب الشخصية والتحديات والفوائد المرتبطة باستخدام التليجرام في التواصل الأكاديمي وقد تم توزيع الاستبانات الكترونياً على المشاركين مع الاحتفاظ بسرية هوية المشاركين وذلك للحصول على إجابات حقيقية. تضمنت الاستبانات مزيجا من أسئلة الخيار المتعدد والاسئلة المفتوحة للحصول على فهم شامل لوجهات نظر الطلاب وتجاربهم في استخدام التليجرام للتواصل مع أساتذتهم وأنماط التواصل وعدد مرات التواصل والفوائد التي يقدمها تطبيق التليجرام. البيانات التي تم تجميعها تم تحليلها باستخدام الإحصاءات الوصفية والتعليقات النوعية، وتم تقديم النتائج في شكل جداول ونسب مئوية. وقد أظهرت نتائج الدراسة أن الطلاب الليبيين يقدرون تطبيق تليجرام لميزاته في الرسائل الفورية والتعاون الجماعي، ولكنهم يواجهون تحديات مثل الاستخدام غير المنتظم، والمشاكل التقنية، وبطء استجابة اساتذتهم. معالجة هذه المشكلات يمكن أن يحسن فعالية تليجرام كأداة تواصل ويعزز تجربة التعلم للطلاب.

الكلمات الدالة: التليجرام، التواصل، التعليم، اللغة الإنجليزية.

Abstract:

This study aims to investigate Libyan students' perspectives on employing Telegram for interacting with their instructors. The research focuses on understanding how students perceive the effectiveness and utility of Telegram as a communication tool in educational settings. The participants in this study are twenty undergraduate Libyan students majoring in English at the Faculty of Education in Azzaytuna University and the Faculty of Arts in Misurata University. To design this research, a quantitative approach was utilized to collect valid and accurate data. Questionnaires were employed to gather data on students' usage patterns, frequency of interactions, perceived effectiveness of Telegram. Challenges, and benefits associated with using Telegram for academic interactions. Data collection involved distributing online questionnaires to the participants, ensuring anonymity and encouraging honest feedback. The questionnaires were a mix of Likert scale questions, multiple-choice questions, and open-ended questions to capture a comprehensive understanding of the students' perspectives in terms usage patterns, frequency of interaction, benefits of using Telegram, effectiveness and their experiences. The collected data was analyzed by using descriptive statistics and qualitative feedback, and the results were presented in tables and percentages format. The findings of the study revealed that Libyan students value Telegram for its instant messaging and group collaboration features but face challenges such as infrequent use, technical issues, and slow instructor responses. Addressing these problems could improve Telegram's effectiveness as a communication tool and enhance students' learning experiences.

Keywords: Telegram, Communication, Education, English.

1. Introduction

In recent years, the landscape of education has undergone significant transformations, largely driven by the advent of digital communication technologies. The increasing integration of these technologies into educational settings has led to innovative methods of interaction between students and instructors, enhancing the learning experience and facilitating academic success. Among the various communication platforms available, Telegram has emerged as a popular tool for educational interaction, particularly in contexts where traditional methods may be less effective (Syaiful, 2023). This research investigates Libyan students' perspectives on using Telegram for interaction with their instructors, specifically within the faculties of Education and Arts at Libyan universities.

Libya's educational system has faced numerous challenges, particularly in the wake of political instability and limited resources. These challenges have underscored the need for effective communication channels between students and instructors to support academic achievement and foster a conducive learning environment. According to Kayzouri et al. (2021), traditional forms of communication, such as face-to-face meetings or email correspondence, may not always meet the demands of today's fast-paced academic life. As a result, platforms like Telegram, which offer instant messaging, multimedia sharing, and group chat features, present an attractive alternative for facilitating communication in educational contexts (Estrada, 2022).

As stated by Citrawati et al., (2021), Telegram known for its user-friendly interface and robust functionality, allows users to engage in real-time discussions, share resources, and receive timely feedback. The application supports various multimedia formats, enabling students to share documents, images, and videos easily, thus enriching the educational experience. Alshref et al. (2021) added that given the rapid growth of digital communication tools, understanding how students perceive the utility and effectiveness of Telegram as a medium for academic interaction is essential for educators and policymakers alike.

As mentioned above, this study focuses on undergraduate students majoring in English at Azzaytuna University and Misurata University. By employing a quantitative research design, this study aims to capture quantitative data on students' experiences with Telegram. The quantitative aspect of the research will involve the distribution of online questionnaires to gauge students' usage patterns, frequency of interactions, and their perceptions of Telegram's effectiveness in facilitating communication with their instructors.

The findings from this research are anticipated to provide valuable insights into the role of Telegram as an educational communication tool. Understanding students' perspectives will not only highlight the strengths of Telegram in fostering interaction but also identify potential areas for improvement. By shedding light on the effectiveness of digital communication platforms, this study aims to contribute to the broader discourse surrounding the integration of technology in higher education, particularly in developing countries like Libya.

As higher education continues to evolve in response to technological advancements, it is crucial to explore innovative communication methods that can enhance student-instructor interactions and support academic success. The recommendations derived from this research may assist educators in optimizing their use of Telegram and other digital platforms, ultimately enriching the educational experience for students and instructors alike. (Estrada, 2022; Aisyah et al., 2021). In summary, this research addresses a pressing need for effective communication tools in Libyan higher education, offering a nuanced understanding of students' perspectives on Telegram as a means of academic interaction. By exploring the intersection of technology and education, this study aims to foster improved communication practices that align with the needs of modern learners, paving the way for enhanced academic engagement and success.

1.1. Research Problem

The research problem for this study centers on understanding Libyan students' perceptions of using Telegram as a communication tool for interacting with their instructors in higher education. Specifically, the study seeks to identify the effectiveness and utility of Telegram in facilitating academic interactions, as well as the challenges and benefits students experience while using the platform. Despite the increasing integration of digital communication tools in educational settings, there is a lack of empirical evidence regarding their impact on student-instructor communication in the context of Libyan universities. This gap in knowledge raises important questions about how students perceive the reliability, accessibility, and overall effectiveness of Telegram compared to traditional communication methods. Additionally, the study aims to explore how factors such as digital literacy, cultural attitudes, and technological accessibility may influence students' experiences and interactions on Telegram. By addressing these aspects, the research will contribute valuable insights into the potential of Telegram to enhance educational communication and provide recommendations for improving student-instructor interactions in a rapidly evolving digital landscape.

1.2. Research Questions

1. How do Libyan students perceive the effectiveness of Telegram as a communication tool for interacting with their instructors in educational settings?
2. What are the patterns of usage and frequency of interactions between students and instructors on Telegram, and how do these patterns impact students' academic experiences?
3. What challenges and benefits do students associate with using Telegram for academic interactions, and how do these factors influence their overall satisfaction with the communication process?

1.3. Objectives of the Study

1. To assess Libyan students' perceptions of the effectiveness of Telegram as a communication tool for interacting with their instructors in educational settings, identifying key factors that influence their views.
2. To analyze the usage patterns and frequency of interactions between students and instructors on Telegram, and to examine how these patterns affect students' academic experiences and engagement.
3. To explore the challenges and benefits associated with using Telegram for academic interactions from the students' perspective, and to evaluate how these factors contribute to their overall satisfaction with the communication process.

1.4. Significant of the Study

This study is significant as it addresses the growing importance of digital communication tools in educational settings, particularly in the context of Libyan universities. By investigating students' perspectives on Telegram as a communication platform, the research sheds light on how this tool can enhance interactions between students and instructors. Understanding students' perceptions of Telegram's effectiveness and utility is crucial for developing strategies that promote better engagement and support academic success. As educational institutions increasingly embrace technology to facilitate learning, insights gained from this study can guide the implementation of digital communication platforms that meet the needs of both students and educators, ultimately fostering a more interactive and collaborative learning environment.

Furthermore, the study contributes to the broader discourse on educational technology by providing context-specific insights that may be applicable to other regions with similar cultural and technological landscapes. Many existing studies focus on educational tools within Western contexts, leaving a gap in understanding how these platforms operate in different settings. By exploring the unique challenges and benefits faced by Libyan students using Telegram, this research not only highlights the local context but also informs international discussions on effective communication in higher education. The method approach employed in this study adds depth to the findings, allowing for a nuanced understanding of students' experiences and perceptions. Ultimately, the research aims to offer actionable recommendations for enhancing student-instructor interactions through technology, contributing to the continuous improvement of educational practices in Libya and beyond.

2. Literature Review

2.1. Telegram as a Digital platform

Telegram is set to be as one of online distance learning applications (Ali, et.al., 2022). It is a cloud-based server, which offers its users an opportunity to share any kind of files: pictures, audios, videos or documents without consuming space on their mobile phones (Abbasi and Behjat, 2018; Abu-Ayfah, 2019). Furthermore, Ali et. al. (2022) stated, 'Telegram is a messaging application that offers various features' (p. 1886). According to Matthias (2024) in his article which was published in Britannica, Telegram is owned by Pavel and Nikolai Durov, two Russian businessmen. This application can be accessed through computers, smartphones and web browsers. Additionally, it supports end-to-end encryption to keep the users' conversations, texts and videos safe (Matthias, 2024). This digital platform was released in 2013 (Vaziripour et al., 2018).

2.2 Merits of Telegram Use

Telegram as a platform has many advantages. It is an application that students can use to learn English language anywhere. Furthermore, this application can be downloaded on various gadgets (Utomo, et al. 2021); such as mobile phones, computers and tablets (Pradana, 2022). Having unlimited storage capacity is another salient feature of this application. This storage capacity

allows the students save videos, images and audios included in the instructional material (Pradana, 2022). Thus, students can access the instructional material at any time and wherever they are without being worried about the storage space to be exhausted (Pradana, 2022). Another advantage is that Telegram enables students to communicate and practice language skills by joining various English groups and streams. Its design as a cloud-based system allows for speed upload and download of files (Faramarzi et al., 2019).

Additionally, Telegram users can communicate with other learners and practice their language skills by joining various English learning groups and channels. Telegram is a useful tool for students who wish to get better at English because of its functionality (Muchlisin, 2019). Another feature that makes this server significant is the fact that it can allow group chats up to 200,00 people and public broadcast channels (Aladsani, 2021; Matthias, 2024). Furthermore, Telegram has the possibility of sending messages to all group members at the same time; therefore, teachers can organize and plan their lessons by scheduling messages in advance (Pradana, 2022) and in any shape (Utomo et al., 2021).

Encryption and security are two further characteristics that make Telegram an exceptional online application (Aladsani, 2021). According to Vaziripour et al. (2018), Telegram offers security through limiting viewers who can see the last seen status, and preventing the public from viewing user's phone number. Furthermore, it enables two-step verification and blocking users so they can't access the blocker's messages (Vaziripour et al, 2018). Another security feature that Telegram provides is secret chats (Faramarzi et al., 2019) which is maintained through end – to – end encryption offered by Telegram (Depari, 2022). It allows for exchanging messages in textual and non-textual format besides audio calls (Wang and Smith, 2013). These messages are charge-free (Vaziripour et al. 2018).

2.3 Challenges of Using Telegram

Despite the advantageous points that Telegram offers and the significant features that distinguishes it from other online digital applications, Telegram users still encounter some challenges. One of the major challenges is technical issues. For example, lack of Internet service in some places or Internet connection (Aghajani and Adloo, 2018; Alzadeh, 2018). Having such problems resulted in students being annoyed because network failure and lack of Internet coverage might influence their online study (Alzadeh, 2018). Fun offered by Telegram application can be another obstacle which affect language learning. To illustrate, it might distract the learners' attention from the main aim of employing this application in a particular course (Aghajani and Adloo, 2018; Alzadeh, 2018).

Another problem is the high price for Internet service (Alzadeh, 2018). Further distraction might occur due to the posts which learners send in Telegram class groups. These posts might influence learners' concertation and the learning performed on the application (Alzadeh, 2018). In line with these obstacles, Alzadeh (2018) added that learners' constant use of Telegram might result in addiction. What is more, being easy to use can be another demerit because students might think that their teacher is always available (Habibi, 2018) to provide immediate responses to their inquiries (Aladsani, 2021).

More challenges were reported on Telegram use in learning process. One of these challenges is the difficulty of using Telegram in offline mode (Aladsani, 2021). Additionally, Anonymous users who use Telegram and might threaten safety of its users. Furthermore, implementation of Telegram in the class might distract the learners' attention because they might unintentionally brows other sites on the Internet and their teacher does not know. Still another obstacle is the rapid consumption of battery life when using Telegram (Aladsani, 2021).

2.4 Frequency of Telegram Use

As stated by Utomo et al. (2021), Telegram can be downloaded on various gadgets. Furthermore, it can be accessed anywhere; therefore, learners can maintain their language learning (Depari et al. 2022). In terms of its frequency use, Abu-Ayfah's (2020) determined that the findings of her study revealed that 33% of EFL students tend to use Telegram 3-4 times a week. Additionally, 31% of them use this platform once a week. Additionally, 22% of students reported daily use of Telegram while a small portion 15% occasionally use this application. What is more, 17% reported no employment of Telegram and 70% of the students intend to use it in the future.

Another study was conducted by Al Maharma and Abu Sa'aleek (2023) indicted that 38% of EFL students involved in their study tend to utilize Telegram every day. Furthermore, the findings of their study in regard to frequency use of this application in language learning depicted that 20% of the students use it once a week, 12% utilize it occasionally and 30% of them use Telegram 5-6 times per week.

2.5 Patterns of Academic Interaction over Telegram Application

According to Moor (1989), Interaction between teacher and students and between students themselves is considered as an essential component to enhance learning and obtain knowledge. Furthermore, he indicated that the most common type of these interaction types in educational context is student- teacher interaction. Students find this type of interaction more beneficial because it provides them with assistance, instructional guidance and incentive to meet the objectives of the course (cited in Aladsani, 2021). This is also supported by Habibi et al. (2018) when reported that teacher - student interaction was the most frequent type of communication on Telegram platform. This can be attributed to two main reasons. The first one was fast feedback provided by Telegram. The second reason is the potential to have interaction with teachers beyond class time (Habibi et al., 2018). It is set to be an effective medium for learning English due to its accessibility, effectiveness and efficiency (Depari, 2022).

As general usage of Telegram application, Al Maharma and Abusa'aleek (2023) demonstrated that language learners in their study use Telegram for various reasons including language skills learning, enjoyment, fun and other purposes. Theses usages were represented in percentages as following: 40% of the students employ Telegram to develop their language skills and enjoyment while 73% of them use it for fun only. Additionally, 80% of the students utilize Telegram for enjoyment and only 5% of these students employ it for other objectives. Abu-Ayfah (2020) also investigated this issue and the results of her study showed that 35% of EFL students included in her study use Telegram for English language learning and entertainment. Furthermore, 29% of them employ it only to learn language. Considering the percentages offered in these studies, it appears that Telegram can be an effective supplement in traditional teaching process (Ghaem and Golshan, 2018). Furthermore, it can be trusted for language learning (Al Maharma and Abusa'aleek, 2023). Being easy to download and create account for it is another feature which made Telegram favoured and more usable by learners (Iksan and Saufian, 2017; Kusuma and Suwartono, 2021).

In regard to academic interaction, Sevnarayan (2023), stated, 'Telegram encourages open communication between students as students as lecturers were socially present and actively participated in online discussions with each other' (p.76). Furthermore, sharing learning materials including photos, video clips and photos on Telegram can enhance students' comprehension of lessons and ease their learning (Aladsani, 2021). Appreciation of Telegram as a learning tool is also affirmed by Setiawan and Wahyuni (2017) when mentioned that Telegram is a user-friendly educational tool for knowledge transfer and the teaching and learning process. Habibi et al. (2018) stated that Telegram can eliminate barriers between students and teachers; therefore,

students develop a sense of friendship with their teacher which is not possible in face-to-face interaction inside traditional classes (Aladsani, 2021).

In terms of academic interaction, Aladsani (2021) postulated that the most common type of learner – teacher communication through Telegram groups was inquiries learners made about their marks, assignments, examinations and technical problems. Another type of interaction was sending their assignments to their teacher, obtaining immediate feedback on them and negotiating their work with their teacher (Aladsani, 2021). Nevertheless, providing quick response to the students might place more pressure on the teacher because students might think that the teacher is free all the time (Habibi et al. 2018).

2.6 Related Studies

In 2023, Al Maharma and Abu Sa'aleek conducted a research study entitled '*FL Students' Opinions about Learning English Using Telegram App at the University Level*' in which he investigated EFL college students' feeling about the use of Telegram in English language learning. The study was done in Yarmouk University, Jordan. The study sample consisted of 609 students who enrolled in English and Languages Department. To serve the purpose of the study, the research employed a quantitative research design. The data was collected by means of questionnaire. The findings of this study revealed that Telegram was an effective means for English language learning particularly for improvement of vocabulary and Grammar. Furthermore, the results of the study in terms of frequency use depicted that 12% rarely employ Telegram, 38% use telegram on daily-bases. Still 20% use Telegram once a week while 30% employ it 5-6 times a week. Another finding in this study was related to learners' general usage of Telegram. The findings showed that 81% use Telegram for both language learning enjoyment while 40% of them use this digital platform for fun and English language learning. Reasons stated by the participants for using Telegram were to share ideas and comments with their classmates and to obtain feedback from their instructor.

Another study was done by Kusuma and Suwartono (2021). It was titled '*Students' Response to the Use of Telegram in English Class during Covid -19 Pandemic*'. The two researchers aimed to investigate use of Telegram in English class during the Covid 19 Pandemic spread. It examined three variables: utility, communication and interaction. This study utilized a quantitative research design. The participants in Kusuma and Suwartono's study were 155 students who was enrolled in grade 9 at SMP Negeri 1 Kawunganten. The study was conducted in the academic year 2020-2021. To collect data for their study, they employed a close-ended questionnaire which was distributed through Google Form. The participants' responses were statistically analysed and descriptively described. The findings of the study depicted that Telegram was an effective tool for students to employ in English language learning. Another finding was the ease of installing and accessing to this application by students. The level of comfort that Telegram offered allowed students express their opinions in relation to language learning process. However, students revealed experiencing some problems when using Telegram. Those problems included difficulty in using Telegram, distraction of focus and motivation in classes involving Telegram use and difficulty in comprehending the lessons and content of learning material via Telegram which was expressed by a small number of learners.

In relation to influence of Telegram on English language learning, Sevnarayan (2023) in her study '*The Implementation of Telegram as a Pedagogical Tool to Enhance Student Motivation and Interaction*' tried to understand how Telegram groups can increase EFAL students' motivation and interaction. Therefore, she used an interpretive qualitative research approach to know about the participants' experiences in using Telegram in an Academic Writing course. The participants in this study were 4 teachers who attended one-to one interviews. 9 first semester students who joined focus group interviews with the teacher and 7,900 students who were

observed in the class. the researcher employed thematic data analysis technique to analyse the gathered information. The findings of the study showed that Telegram use promoted interaction between students and between students and their teacher. Also, employment of Telegram contributed in high involvement and participation between the teachers and their students. Incorporation of Telegram groups increased students' motivation and enabled teachers to more understand the students' needs in relation to language learning. Another finding was students' satisfaction in the course because this application enabled them to interact with their teachers in personal chats.

'University Students' Use and Perceptions of Telegram to Promote Effective Educational Interactions: A Qualitative Study' is the title of a study conducted by Aladsani (2021) in which he intended to explore how employment of Telegram can enhance learners' interaction and to investigate the learners' viewpoints of using Telegram as a medium of interaction in a course that taught at the university. The participants in this study were 77 female students. They majored in the Department of Education Technology at the University of King Faisal, Saudi Arabia. These students were enrolled in computer and society module. They were from separate classes. To serve the purpose of this study, the researcher adopted a qualitative research design. After creating separate Telegram groups and the use of these groups was set to be a must in the class. Telegram here was used as a tool for interaction and education. By the end of the course, the students were required to submit a paper in which they had to write about their impressions and experiences of utilizing Telegram in Technology and society course. After analyzing data thematically, the findings revealed that students held a positive attitude towards use of Telegram in their learning process. Furthermore, their reflection papers showed that the most frequent type of inquiries sent by the students was about tests, marks, assignments and technical issues. They demonstrated that they used to receive quick responses from their teacher when using Telegram if compared to other communication applications. Another type of interaction was receiving frequent feedback on their assignments by the teacher and being able to discuss their work with him/her.

3. Methodology

3.1. Research Design

The main aim of this study was to investigate the kind of interaction conducted between teacher and students when using Telegram. What is more, this study intended to know about the students' perceptions of Telegram use and challenges they encountered when using Telegram platform. Thus, to accomplish the aim of the current study, the researchers employed a quantitative research design.

3.2. Participants and setting

The participants in the study are 20 female undergraduate Libyan students. Their age ranged from 18-22. They were from the Faculty of Education in Azzaytuna University and the Faculty of Arts in Misurata University. They were major in English and enrolled in the second and third semester in spring term 2025. The reason for selecting second and third semester students was that the Telegram platform has been recently employed in Azzaytuna University. A total of twenty participants were involved in this study. This sample size corresponds to the total number of students enrolled in second and third semesters during the spring 2025 semester. As the population size was limited, recruiting additional participants was not feasible. It is important to note that all the participants were female because no male students were enrolled in the targeted second and third semesters during the data collection period. Therefore, the gender homogeneity of the sample reflects the actual enrollment structure rather than a deliberate sampling decision.

3.3. Data Collection Tool

To serve the aim of the study, the researchers used a questionnaire. This questionnaire included both closed-end and open-ended items. The questionnaire consisted of five parts. The first part is concerned with demographic information. The second part of the questionnaire is set to investigate usage patterns. Telegram use here is measured on a five-point Likert frequency scale: Never, Rarely, Sometimes, Often and Daily. The third part explored effectiveness of Telegram in contrast to other communication methods and traditional methods of teaching. The penultimate part of the questionnaire is devoted to know about the utilities students obtain when using Telegram. The last part of the questionnaire is related to challenges that students encounter when using Telegram application. At the end of the questionnaire the participants were offered space to write any comments or suggestion related to the study topic.

3.4. Procedure

After constructing the questionnaire using Google Forms, it was sent to the Participants via an electronic link. Furthermore, the obtained data was automatically analysed and depicted in percentages.

4. Data Collection and Analysis

4. 4.1. Demographic Overview

The questionnaire provides valuable insights into the usage of Telegram for communication between students and instructors. (See Table 1).

Table 1: Demographic Breakdown of Participants

Demographic Factor	Azzaytuna University	Misurata University	Total
Total Participants	10	10	20
Gender	Female (100%)	Female (100%)	Female (100%)
Age Group	18-22	18-22	18-22
Semester	2nd Semester	3rd Semester	2 Semesters

The demographic data of the twenty participants in the study reveals a homogeneous group, as all respondents identified as female and predominantly aged between 18-22. Most participants were in their second and third semester of study, which suggests that they are still relatively early in their academic journeys but have some experience with communication tools. The even distribution between Azzaytuna University and Misurata University further indicates that the findings may offer a broader perspective on the usage of Telegram across these institutions.

5. 4.2. Usage Patterns

The usage patterns indicate that most respondents use Telegram "sometimes," with a predominant trend of sending 1-3 messages per week. (See Table 2).

Table 2: Frequency of Telegram Usage

Usage Frequency	Number of Respondents	Percentage
Never	0	0%
Rarely	4	20%
Sometimes	12	60%
Often	4	20%
Daily	0	0%
Total	20	100%

This limited engagement suggests that while Telegram is recognized as a communication tool, its use is primarily reserved for essential interactions rather than daily communication. The primary types of interactions involve seeking clarification on lecture materials and asking questions about assignments, highlighting Telegram's role as an academic support platform

6. 4.3. Perceived Effectiveness

The perceived effectiveness of Telegram for communication yielded varied results while some participants rated the app positively in terms of effectiveness and comfort, many expressed concerns regarding the speed of instructor responses, indicating potential barriers to timely communication. (See Table 3).

Table 3: Effectiveness of Telegram vs. Traditional Communication Methods

Communication Method	Effective Rating	Not Effective Rating
Telegram	14	6
Email	6	14
Face-to-Face Meetings	10	10

Interestingly, despite the mixed ratings, a majority of respondents (14 out of 20) found Telegram to be more effective than traditional communication methods such as email or face-to-face meetings. This highlights its advantages in facilitating instant communication, which is crucial for academic interactions.

7. 4.4. Benefits of Using Telegram

Despite the challenges, respondents highlighted several benefits of using Telegram, such as instant communication, group collaboration, and easy access to messages and files. These benefits suggest that Telegram can create a supportive and informal learning environment, facilitating better engagement among students and instructors. One participant's strong preference for Telegram, citing its comfort and simplicity, particularly for managing assignments and class discussions, underscores the app's potential as a beneficial tool for academic communication. (See Table 4).

Table 4: Benefits of Using Telegram

Benefit	Number of Respondents	Percentage
Instant Communication	16	80%
Easy Access to Messages	18	90%
Group Collaboration	14	70%
Overall Comfort	12	60%

Note: participants were allowed to select more than one benefit; therefore, total frequencies exceed the sample size (N=20)

The results indicate that the majority of participants valued instant communication (16 out of 20, 80%). Easy access to messages received the highest level of agreement (18 out of 20, 90%).highlighting telegram's convenience for academic use. Group Collaboration was also positively perceived by a substantial proportion of respondents (14 out of 20, 70%), suggesting that the platform supports cooperative learning and peer interaction. Overall comfort was reported by more than half of the participants (12out of 20, 60%).

8. 4.5. Challenges Faced

The study identified several challenges faced by students when using Telegram, including technical issues and a lack of responses from instructors. These challenges significantly hinder effective communication and can negatively impact students' learning experiences. (See Table 5).

Table 5: Challenges in Using Telegram

Challenge	Number of Respondents	Percentage
Technical Issues	8	40%
Lack of Instructor Responses	12	60%
Other	4	20%

The results indicate that a lack of instructor response was the most frequently reported challenge, identified by 12 out of 20 participants (60%). Technical issues were also reported by a considerable proportion of respondents (8 out of 20, 40%), suggesting that technical reliability remains a concern when using Telegram for academic communication. Other challenges were mentioned by a smaller number of participants (4 out of 20, 20%). Overall, these findings highlight the importance of timely instructor engagement and adequate technical support to enhance the effectiveness of Telegram as a learning communication tool.

In conclusion, while Telegram is viewed as a valuable communication platform among students, improvements in instructor engagement and response times are essential for enhancing its effectiveness. Addressing the identified challenges could lead to a more efficient and supportive academic communication tool, benefiting both students and instructors. Overall, the data suggests that Telegram has the potential to foster positive learning experiences if its usage is optimized through increased responsiveness and technical support.

5. Discussion

The analysis reveals that the study participants, all female and aged between 18 and 22, are relatively early in their academic careers, with a balanced representation from Azzaytuna University and Misurata University. This demographic homogeneity suggests a specific perspective on the use of Telegram for academic communication, which may be indicative of similar trends in these institutions.

Usage patterns show that Telegram is used infrequently by most respondents, with only occasional interactions primarily focused on seeking clarifications or asking about assignments. This limited engagement indicates that while Telegram is acknowledged as a useful tool, it is not yet a central component of daily communication. Instead, its role seems to be more supportive, filling in gaps where traditional methods may not suffice. This finding partially differs from the result of Al Maharma and Abu Sa'aleek (2023), who reported that a considerable percentage of students used telegram daily or several times per week. However, it is consistent with Abu-Ayfah (2020), who found that many students used Telegram occasionally or once a week. These differences may be attributed to contextual and institutional variations.

Perceived effectiveness of Telegram varied among respondents. Some found the app to be effective and comfortable, while others raised concerns about the speed of instructor responses. Despite these mixed reviews, Telegram was generally favored over traditional methods like email or face-to-face meetings, highlighting its strength in providing instant communication, which is crucial in academic settings. This result supports the findings of Aladsani(2021), who emphasized that telegram enhances educational interaction and provides quicker communication compared to other platforms. Similarly, Kusuma and Suwartono (2021) reported positive student responses regarding the effectiveness and comfort of telegram in English classes.

The benefits of using Telegram were noted by participants, who appreciated its instant messaging capabilities, ease of group collaboration, and access to messages and files. These advantages suggest that Telegram fosters a more interactive and supportive learning environment, enhancing engagement between students and instructors. One participant's strong preference for Telegram underscores its potential as a valuable tool for academic communication. This finding aligns with Sevnarayan (2023), who found that Telegram promoted student interaction and participation, and with Faramarzi et al. (2019), who highlighted its role in supporting distance language learning through efficient communication and file sharing.

However, challenges such as technical issues and slow responses from instructors were significant concerns. These obstacles hinder effective communication and can detract from the overall learning experience. The issues of technical difficulties is consistent with the findings of Alizadeh (2018), as well as Aghajani and Adloo (2018), who reported that internet instability and

technical limitations negatively affect students' experiences when using Telegram. In addition, concerns about delayed instructor responses echo the observations of Habibi et al. (2018), who indicated that students often expect immediate feedback when using social networking applications, which may create pressure on instructors

In summary, while Telegram is seen as a promising communication platform, addressing its limitations is essential for improving its effectiveness. Enhancing instructor responsiveness and resolving technical issues could lead to a more efficient and supportive academic communication tool, ultimately benefiting both students and instructors. Overall, the findings of this study are largely consistent with previous research in the literature review, confirming Telegram's educational potential while also highlighting context-specific challenges within Libyan higher education.

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